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**ABSTRACT**

A study identified the principal ways in which high school newspapers are funded in Ohio, particularly with respect to the public or private nature of the schools, the paper size, frequency of publication, the methods by which papers are printed, and the sorts of staffs that publish them. Of the 1,080 high schools listed for the state, 228 completed the survey, 160 of which reported publishing a newspaper. The results indicated that school size was related to the presence or absence of school newspapers, although there was no clear relationship between community size and publication of a paper. Public schools were more likely to sponsor student newspapers than were private or parochial schools. The most common publication cycle for papers was monthly, but nearly 40% of respondents published less often. Offset printing was the most popular means of reproduction, and the likelihood of using offset increased with the size of the school. Only 8% of the papers were printed in a school or district print shop. Overall, the greatest percentage of the high school newspaper budget came from single copy sales. Advertising and administration grants were also important sources of income, with fund raising, subscription sales, and student activities reported as less important sources. More than half the papers were published by classes receiving academic credit for the work. The results suggest that high school newspapers are not being published frequently enough, due in part to funding. The long-range problem of financing the newspaper will not be solved until journalism takes a more prominent place in the curriculum, thus also attracting advisors trained in journalism. (HTH)

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THE FUNDING OF SECONDARY SCHOOL NEWSPAPERS IN OHIO

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# THE FUNDING OF SECONDARY SCHOOL NEWSPAPERS IN OHIO

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## ABSTRACT

High school newspapers in Ohio make use of a variety of revenue sources, depending in part on the type of school and public or private nature of the school. For smaller schools, single copy sales and administrative grants are the principal sources of operating funds, while for larger schools the sale of advertising is most important. Non-public school newspapers receive the largest share of their budgets from school administration, while public schools rely most heavily on advertising and single copy sales. Activity fees and fund raising events play only a small role at most schools.

Newspapers published by journalism classes which received academic credit for their work relied more heavily on single copy sale than other papers. Extracurricular newspapers relied much more heavily on subscription sales than other sorts of papers, but little difference was noted in the use of advertising by credit and non-credit staffs.

Other results suggest that Ohio high school newspapers are not being published frequently enough and that few newspaper advisers have much academic background in the field. About 71% of the high schools responding to the questionnaire have newspapers, most of which are published monthly or less.

## THE FUNDING OF SECONDARY SCHOOL NEWSPAPERS IN OHIO

School publications are no more immune from economic belt-tightening and the need to make ends meet than any other part of the education system. As fewer federal dollars become available, and with voters often reluctant to authorize tax increases for education, schools find themselves cutting back in numerous ways. Programs that administrators see as incidental to the traditional curriculum, or even as potentially troublesome, may find themselves in jeopardy.

There is a lack of good information on the ways in which the high school press is financed. Trade publications in scholastic journalism do deal with some issues piecemeal, e.g. increasing advertising revenue, sales ideas that work, etc., and a few other papers, handbooks, and guidebooks<sup>1</sup> do give hints for surviving, even thriving, financially. But there have been too few attempts to systematically study the sources of revenue for representative samples of the student press. This paper is an attempt to add to that sparse but important literature. Two other recent studies stand out.

<sup>2</sup>  
Dvorak offered assurances in a 1982 study of the scholastic press in Iowa that high school newspapers were not suffering from budget cutbacks as badly as had been feared. He sampled only schools which were members of the state high school press association, however, one of the country's strongest and most active associations. Non-member schools were not included in the study.

Among the schools Dvorak studied, nearly half published their newspapers as part of a local community paper. Of the school papers published separately, 62.2% were either weekly or biweekly; only a quarter published

monthly or less often. About 40% of the papers accepted advertising and about the same number received direct subsidies from their schools; only 15% sold either subscriptions or single copies. The figures appear low, but the schools which published as part of a community newspaper had few or no publication expenses to cover.

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Benedict found some differences in the methods of funding preferred by high school principals and newspaper advisers in nine states. Principals favored direct school subsidy of newspapers (45%), with advertising second (26%), subscriptions (13%) and activity fees (6%). as a requirement for some classes. Other alternatives such as publishing in the community newspaper or holding fund-raising events received little support from either group.

This study represents an effort to identify the principal ways in which high school newspapers are funded in Ohio, particularly with respect to the public or private nature of the schools, the paper size, frequency of publication, the methods by which papers are printed, and the sorts of staffs which publishes them. Of course the results themselves can serve as a checkpoint for some schools to see how they compare with schools in similar circumstances, but the final section will also make some recommendations based on the findings. These may be useful to schools which are considering changes in their publications programs.

#### METHOD

From a list of all high schools in the state of Ohio, 358 were selected using a skip interval technique with random start point. Since there are 1,080 high schools listed for the state, the sampling error probability is

below 5% at the .95 level of confidence. A total of 228 questionnaires were  
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returned, a response rate of 63.7%.

Each school was sent a questionnaire and a postage-paid return envelope. After three weeks a second mailing was sent to schools which had not responded to the first. The number of schools responding to the first mailing was 152; 76 responded to the second. Envelopes were addressed to "Newspaper Adviser or Principal" and each recipient was asked to return the questionnaire whether or not the school had a newspaper.

The first six questions asked for general information about the school and the community in which it was located; the seventh asked whether or not the school had a newspaper. Remaining questions applied only to schools with newspapers.

Those respondents were asked first of all about frequency of publication and how and where printing and typesetting were done. A number of questions sought information about how the newspaper was financed, and for details on the use of advertising from those papers which made use of this source of income. Finally, a series of questions asked about the educational and professional backgrounds of the advisers and how much, if any, additional pay each received for his or her work with the newspaper.

## RESULTS

This section begins with a discussion of what sorts of schools had, and did not have, newspapers. Only the 160 schools which reported publishing newspapers will be considered in the rest of the study. A general overview of these papers is provided next, followed by an examination of their sources of funding. Each of a number of combinations of factors will be considered, including the public or non-public nature of the school, the school's

enrollment, the frequency with which its paper is published, the way in which the paper is printed, and the type of staff which publishes the paper. Finally, this section will review the extent to which staff members are given the responsibility for generating certain types of revenue for the paper.

#### General Characteristics of the Sample

##### A. Where Are School Newspapers Published?

Of the 228 schools responding to the questionnaire, 160 (70.5%) reported having newspapers. Perhaps not surprisingly, school size was related to the presence or absence of school newspapers. Only 47.5% of the 40 schools with 250 or fewer students had newspapers, but 87% of the 43 schools with more than 1000 students published papers. Table 1 reports the breakdown by enrollment of schools with newspapers.

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TABLE 1 ABOUT HERE

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On the other hand, there was no such clear relationship between community size and publication of a paper. About two-thirds of the schools both in communities of less than 10,000 and of more than 100,000 published newspapers, while something of over three-quarters of the schools in medium-sized communities did. The differences, however, are not statistically significant.

Public schools were more likely to sponsor student newspapers than were private or parochial schools, but again, the differences were not great.

Of the 228 schools responding to the questionnaire, 182 (80.2%) were public and 45 (19.8%) were non-public. The proportion of schools publishing papers was about the same: among schools with newspapers, 82.5% were public and 17.5% were private. Approximately 72% of the public schools had newspapers, and about 62% of the non-public schools did.

#### B. Overview of the 160 Newspapers

##### Frequency of Publication

The most common publication cycle for the papers in the study was monthly. Sixty-five papers (28.5%) publish once a month. Nearly 40% publish less often: three papers (1.3%) published only one issue per semester, 22 (9.6%) published quarterly, and 38 (16.7%) published every six weeks. Therefore, 128 papers (80%) published once a month or less. Of the remaining papers six (2.6%) published every three weeks, 16 (7.0%) published bi-weekly, and just six (2.6%) papers were weeklies. Four papers listed their frequency of publication as "irregular."

Larger schools did not necessarily publish their papers more frequently than did smaller schools. Two-thirds of the weeklies were published at schools with no more than 500 students. Nearly three-quarters of the schools with more than 1000 students published monthly or less often, a figure not much different than for the entire sample.

##### Printing Methods

Most papers were printed offset -- about 60% -- and this was the most popular means of reproduction among schools of all sizes except those with fewer than 500 students. The likelihood of using offset printing increased with the size of the school. Mimeographed newspapers accounted for 15.1% of



the total, nearly all in schools of less than 500. This was the most common printing method for schools in the 251-500 enrollment range, and second most common among the smallest schools. Only two schools with more than 750 students reported having mimeographed newspapers, however.

Among the smallest group of schools, the most common means of printing was by photocopy. Nearly 14% of the schools, all with enrollment of 500 or less, reported using xerography. Seven schools still have letterpress papers, four are published as part of the local commercial paper, (a considerable difference from what Dvorak found in Iowa) and three use multiple copies from word processors.

#### Who Prints the Paper

School printshops have become rare. Just 8.8% of the papers were printed in a school shop, and these were evenly distributed among schools of all sizes. Most papers are either printed by a local commercial printer (22%) or sent to a commercial printer in another community (25.8%). Local newspapers did the printing for 11.3% of the papers.

Among mimeographed and photocopied papers, most (81%) were run in the school office, but eight papers reported having their own mimeograph machines.

#### Cost

Thirty-four papers indicated that they had no printing expenses; these included the schools with a page in a local paper and many of the mimeo and photocopied papers. Thirteen mimeographed papers cost from \$10 to \$50 per issue to produce, with the average cost per issue being \$35.38. The cost-per-issue range for letterpress papers was \$46 to \$350, with an average of

\$165.86 per issue. Offset costs ranged from \$22 to \$850 per issue, with \$246.07 the average. Costs, of course, were almost entirely a function of size of school.

#### How Newspapers Are Funded in Ohio

Respondents were asked about their newspapers' sources of income. Overall, the greatest percentage of the high school newspaper budget in Ohio appeared to have come from single copy sales, which accounts for an average of 29.1% of respondents' budgets. Advertising was responsible for 27.9% of newspaper income, and grants from school administration accounted for 21.1%. Less important were subscription sales (7.6%), fund raisers (7.0%) and student activity fees (4.9%). The remaining three per cent came from miscellaneous other sources such as student council contributions and shares of school picture money.

Of course schools had widely-differing degrees of reliance on these sources, and the following sections note many of these differences. Table 2 compares typical sources of income among schools of different sizes, and Table 3 compares the same sources for public and non-public schools.

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#### TABLES 2 AND 3 ABOUT HERE

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##### A. Activity Fees

Student activity fees were not an important source of income for school newspapers in Ohio. Only nine papers of the 160 in the sample received any money at all from such fees, although six of the nine covered their entire budgets that way. Eight of the nine schools were medium-sized (501 to 1500

enrollment) and one was in the smallest enrollment category (250 or less). Five of the nine papers using activity fees were from private schools, and four of those five received their entire budgets that way. Those five schools represented 19.2% of all the private schools in the sample.

#### B. Subscriptions

Nor did most schools rely to a great extent on prepaid subscriptions. Only 43 newspapers (26.9%) sold subscriptions, and fewer than half of those, 21 schools, made more than 10% of their budgets that way. Size of school seems to have little bearing on the role of subscriptions to the budget, except in the three schools of more than 2,000 students: two of those three derive more than half their budgets in this way. There are no major differences between public and nonpublic school of this point.

#### C. Single Copy Sales

Sales of single copies, on the other hand, appeared to be important to many school newspapers. Almost two-thirds of the schools (104 of 160) sold individual copies of their papers, and 41.3% of those earned at least half their budgets this way. Medium-size schools appeared to rely a little less on income from this source than do other schools, but the differences were not great. Public schools appeared somewhat more likely to rely on single copy sales than did private schools.

For mimeo, letterpress, and other non-offset-reproduced papers there was little consistency in terms of how large a share of the budget was carried by single copy sales. Among mimeo papers, 33% derived 10% or less of their budgets this way; another 33% earned at least 90% of their budgets from single copies. The split is similar for letterpress papers: 14.3% received 10% or less from single sales, and 14.3% get 90% or more. About 46% of the Xerox-

and computer-published papers were in 0-10 per cent of income range, while 33% were in the 90-100 per cent range.

The situation was different for offset papers, though: 64% of the offset papers derived no more than 10% of their budgets from single copies, and just 5.6% earned 90% or more that way. Since offset papers are more expensive to produce than papers using other methods, and since this was the preferred printing method of the larger schools in the sample (which were, consequently, running more copies). It is hardly surprising that single copy sales should account for a smaller share of the income among offset papers.

#### D. Administrative Grants

While Benedict found that administrative grants were the preferred source of funding among principals and advisers in her study, that preference is not reflected in most high schools in the sample. Less than 30% of the schools in the study received any administrative money at all. Such subsidies made up a considerable share of the papers which did receive them, however. Of the 43 schools which received administrative operating money, 72.1% received at least half their budgets that way; 32.6% covered all their expenses with administration money.

Most of these schools were relatively small. About 39% of the schools of up to 500 students received administrative grants, but only 19.4% of the schools over 1000 enrollment received any such money. Smaller schools received more proportionally, as well. Among schools receiving money from administration, schools with 500 or fewer students covered an average of 68.8% of budget with such grants, while schools with more than 1000 students picked up an average of only 17% of the newspaper budget.

Private schools were more than twice as likely to receive administra-

tion grants than public schools. More than half (52%) of all non-public schools received administration money, and those grants accounted for an average of 70.8% of their budgets. One-fifth of all non-public school papers were funded entirely by school administration. But only 23.2% of the public schools received any money from administrative grants. Those grants were nearly as generous, however, accounting for an average of 62.1% of budget. Only 7% of the public schools had their entire budgets covered administratively.

#### **E. Advertising**

Almost a quarter of the newspapers in the study reported that they were not allowed to carry advertising. But not all of the 119 papers who said they may carry ads did so. Only 62% of the newspapers in the sample received any money from advertising; 23 papers which said they were permitted to carry ads did not do so.

Larger schools were more likely to carry ads. Only 38.2% of schools smaller than 500 students carried ads in their newspapers, while 83.3% of the schools larger than 1000 did. Seventy per cent of papers in medium-sized schools carried ads. Among schools which did run ads, there was little difference in the impact of advertising on the budget. Schools of 500 students or less which carried ads earned an average of 53.6% of their budgets this way. Schools of more than 1000 students which carried newspaper advertising average 45.5% of their revenues from ads. Advertising revenue the papers of medium-sized schools averaged 42.1% of budget. Three papers, all in medium-to-large schools, claimed to support themselves entirely through advertising.

Public schools were much more likely to carry advertising: 68.2% of the newspapers of public schools carried some ads, while just 30.8% of the papers at private schools did so. No private school received more than 75% of its budget from advertising; the average was 29%. Public school papers with ads, on the other hand, earned an average of 46.5% of their budgets this way.

Not surprisingly, the way a newspaper is printed made a difference in its attitude toward advertising. Only 38.1% of the mimeo papers and 36.7% of the photocopied and computerized papers carried ads. These papers were normally done in-house and, since expenses were lower, outside revenue sources were less important. But 85.7% of the letterpress papers and 75.3% of the offset papers carried ads. Such papers, of course, are usually jobbed out to commercial printers.

Papers which ran advertising carried an adline of about 15%, on the average. About half those papers devoted an average of ten per cent or less to ads, and three papers reported carrying adlines of fifty per cent or more.

Advertising rates per column inch/insertion varied widely, with one school charging as little as 50 cents and another \$15. The most common ad rate was \$3.00 per inch (22.4% of the reporting schools charged this rate), and a substantial number of papers (14.5%) charged \$5.00 per inch. The average rate was \$4.03 per column inch. Community size and the number of competing schools in the city or county, i.e. the amount of competition, had no effect on ad rates. There was no significant difference in the rates charged by public and by private schools for advertising. But public schools did run a higher percentage of advertising on the average: 15.6% to

7.4%. No private school averaged more than 16% advertising, while nearly one-third of public schools averaged more than that.

#### F. Fund Raising Events

Only 25% of the newspapers in the sample used fund raisers for any part of their income, and for most the amount of money thus derived was small. Just 3.2% of the papers earned more than half their budgets that way. Fund raisers were slightly more important at larger schools where, presumably, expenses were higher. Among the twelve schools of more than 1000 students which made use of fund raisers, the average proportion of the budget covered was 29.1%. But only one-third of the schools of that size used such a source of income. It was even less important at smaller schools. The public or non-public nature of the school had no effect on the importance of fund-raising activities to the newspaper budget.

### The Staff and the Newspaper's Finances

#### Credit-Bearing and Extracurricular Papers

Most newspapers in the study reported circulating to students on a single-copy-sales basis only: about 51% of the sample. Subscription-only papers accounted for 7.6% of the sample, and 16.5% circulated by both subscription and single-copy sales. The remaining one-fourth of the papers reported free distribution to all students.

More than half the papers in the sample were published by classes which received some academic credit for their work: 44.1% were published by Journalism I classes and 8.6% by advanced journalism classes for which credit was given. But 32.2% were completely extracurricular in nature, while 9.2% were published by classes which met during the school day but received no academic credit. In addition, four papers (2.6%) were published

by business classes, three (2%) by computer classes, and one each by the student council and the school office.

Most, but not all, of the newspapers in the study were responsible for raising part or all of the money they needed to publish. The method used to raise money was in some cases related to the sort of staffing and credit system used by the school.

While only about a quarter of the newspapers studied sold subscriptions, just 8% of the papers published by non-credit classes did so. But extracurricular papers relied much more heavily on subscriptions than did programs which awarded credit. One-fifth of the extracurricular papers earned 25 per cent or more of their operating budgets from subscriptions, while only 5.5% of the papers which gave academic credit earned as much as that.

On the other hand, extracurricular papers were far less likely to profit from single copy sales than were papers from credit-bearing classes. Nearly three-quarters of the papers published by academic classes sold single copies, while just over half of the extracurricular papers did so. Furthermore, 51% of the for-credit papers earned at least a quarter of their budgets from single copy sales, while only 31% of the extracurricular papers did so.

There was very little difference among staffing systems regarding the use of advertising. About 60% of staffs of all types sold ads, and in about the same proportions to their total budgets. Neither were there any particular disparities in administrative funding among different sorts of staffs.



Overall, public schools were more than twice as likely to give academic credit to the group publishing the paper. Only 25% of the private schools offered credit for the activity, while 51.5% of the public schools did so. Larger schools were somewhat more likely to offer credit than smaller schools. Neither of these facts is surprising. Many private schools require classes in religious instruction, which in turn leaves less time for electives. Larger schools normally offer more electives of all kinds because of their larger faculties and facilities and less homogeneous clientele.

#### Sales and Incentives: Circulation

Most papers which sold subscriptions or single copies relied on the entire staff to do so. Just 16.3% of the papers used only part of the staff, or some other group, to sell newspapers. Only 11 schools had separate circulation staffs, mostly larger schools and bigger papers. Seven schools reported using Journalism I students or prospective staff members as subscription or single issue salespersons. A handful of schools handled sales through homeroom teachers or the school office.

Few papers offered incentives to successful salespersons: just 18 (7.9%) of the schools relying on sales for any part of their income. Grades are the most common incentive, used in 13 of the 18 schools. In such places, subscriptions are sold by journalism students, and their success was one factor in their grades in the class. Seven schools reported using prizes, extra credit, free papers, pizza, or doughnut and juice as sales incentives. No one reported paying commissions to student salespersons.

#### Sales and Incentives: Advertising

A large majority -- 70.9% -- of the newspapers that sold advertising have separate ad staffs that did some or all of the work involved: selling, layout, billing and so on. But most papers (51.8%) also made the rest of the staff responsible for some ad sales. At nearly one-third of the schools the adviser made some ad sales, and five schools required sales work by Journalism I students or prospective staff members. Other papers reported that advertising sales were handled by a volunteer parent, by the editors, or by staff members from other school publications.

More schools provided some sorts of incentives for ad sales than for selling the paper, although the numbers were still not large. About 22 per cent of the schools selling advertising offered incentives of some kind to salespersons. Most common, again, were grades, used by 72% of the schools with incentives. Eight schools used parties or prizes for ad sales, and three paid commissions on sales. One teacher said frankly, "Threats. If there are no ads, there's no paper, and then we'll just work from the textbook."

### Discussion

This section will try to tie together some of the results reviewed above, and to interpret what they suggest about the state of the high school press in Ohio. Some tentative conclusions are suggested, along with some further questions which might be profitably pursued in future research.

Plainly it is impossible to study cost alone with respect to the high school press; schools' circumstances vary too much to allow that. To address costs, one must also consider the size and educational mission of the school, the curricular emphasis placed on Journalism, even the background of the adviser. But there are general indications about the health of the

scholastic press, and those can be examined closely. Three of these will be considered below: the type of publication, the sort of staff which the school allows to publish the paper, and the nature of the adviser.

### The Paper

High school newspapers in Ohio are not being published frequently enough; this seems clear. Eighty per cent of the newspapers in the state are published once a month or less. Only 13.8% publish at least biweekly; two out of every five come out only every six weeks or less. This is an enormous difference from what Dvorak found in Iowa, where more than three-fifths of all papers which were not a part of the local community paper published at least every two weeks. This study did not inquire whether respondents were members of the state high school press association, however, information which might have been helpful.

Many journalism educators argue that a monthly paper is the minimum experience from which a student can hope to benefit fully. A less-frequent production cycle offers staff members too little opportunity for practicing the skills they are taught, and too few chances to receive feedback from their readers. Students on such infrequently-published papers have less opportunity to learn experientially about all the elements that go into making the paper — not just writing stories but editing, treatment of art, layout, pasteup, and finances. Students who practice their journalistic skills so infrequently may never have the opportunity to develop a wholistic understanding of the process of print communication, something every journalism program ought to provide. There just aren't enough chances to learn. No school would consider letting its band perform just one time per

At most schools, athletic events showcase the music program nearly as much as they do the athletic program. Other concerts are scheduled apart from sports events. Neither, then, should a school be content to let its student writers display their skills so seldom. Skills like playing the clarinet and writing news copy improve with practice.

The cost of frequent publishing is a serious impediment to increased frequency of publication. But there are ways around that problem. For example, mimeographed newspapers are obviously the least expensive sort of paper to produce; the maximum cost per issue found in this study was \$50, and the average was only about \$35. A mimeographed paper eliminates typesetting costs entirely and reduces printing costs to the price of stencils, ink and paper. The mimeo paper looks less like a "real" newspaper, perhaps, but staff members learn many of the valuable skills a journalism program has to teach because a more frequent production cycle is possible.

But many schools may not be content with mimeographed papers. They do often look like newsletters rather than newspapers, and the opportunities to publish photography and experiment with graphics are more limited. But the fact that several schools in this study indicated that they are experimenting with computers suggests other possibilities. Offset papers, it was pointed out above, were the most expensive to produce. But much of that cost was due to the fact that nearly all of the largest schools, with the largest press runs, print offset. In fact, the method can be quite economical if a staff can produce camera-ready copy. Since typesetting costs represent the major share of the labor charge for offset papers, schools which can typeset their own copy can save a lot of money. Word processors, now available in countless offices and on home computers in many

homes, can do that typesetting.

There are many printers available which will do true proportional spacing, just like printer's type, and all word processing packages will right-justify on command. Other software, available for less than \$50, will produce headlines of many different sizes and styles. After the initial investment in word processing software and purchase of an adequate printer, there are no further major investments needed for typesetting. To make copy produced on a printer with a cloth ribbon look a little sharper, a school might ask its printer to make a PMT of all typeset material to make sure that it is of adequate and uniform darkness for good reproduction, but to gang-shoot all copy at 100% (or even reduce it slightly) should cost no more than five to ten dollars. With printers typically charging \$15 per hour or more to set type, savings can be considerable. The largest schools might still wish to invest in dedicated typesetting equipment, but small and medium-sized schools with little capital and limited cash flow can investigate the word processing option.

Besides simple cost-saving measures, revenue-enhancing options are available to some schools. Many schools appear to be underutilizing advertising as a source of income. Strong arguments can be made for allowing a school newspaper to carry ads, since study of the mass media can never focus merely on technique: money is always an issue. Students develop a greater knowledge of and appreciation for their product when they help provide the funds to pay for it. Further, results suggest that many schools are undercharging for their advertising. School press associations can guide newspapers to useful publications on advertising sales, design, and business practices. Note 3 identified some such sources.

Papers which are published on an extracurricular basis might wish to put more emphasis on single copy sales. Data in the previous section indicated that such papers more often conduct subscription drives but give less attention to per-issue sales than staffs which received credit. This may be because the extracurricular staffs meet only before or after school, and are not free during the school day to sell papers. But if some such mechanism could be worked out -- sales in the cafeteria during lunch, or during ten minutes of the homeroom period, or at the door before or after school, some supplementary revenue might be available.

#### The Staff

The long-range problem of financing the newspaper will not be solved, however, until Journalism takes a more prominent place in the curriculum. While slightly more than half of the papers in the sample were published by credit-bearing classes, the vast majority of those (83.6%) were introductory Journalism classes. This is far from ideal. Students in a beginning class cannot be expected to publish until many weeks into the term, and, if they are doing anything in class other than publishing the paper, cannot hope to publish frequently. Classes that meet for only one semester a year pose a special problem. For example, one respondent reported that, since Journalism was a one-semester class offered only during the second semester, the first issue of the school newspaper would not be published until February.

Only twelve schools in the sample had newspapers published by credit-bearing advanced classes, and twelve others were published by non-credit advanced classes operating during school hours. Few music directors would tolerate a situation where the band was entirely extracurricular. But who

speaks for the Journalism program?

It was reported earlier that there was no appreciable difference in the amount of administrative money received by papers published in credit-bearing classes and newspapers published by extracurricular groups. Advisers whose papers come from classes which receive credit could be in a strong position to request more such money, however. If the paper is published as a direct function of part of the curriculum, educational funds ought to help support it, they can argue. On the surface, it should appear reasonable to contend that papers published within the curriculum ought to be the beneficiaries of more money than those which are only extracurricular. Some advisers do not want money from administrators, however. Student newspapers which are financially independent have a better chance of remaining editorially independent, they maintain, and of avoiding the pressures which even some of the best principals exert to publish or withhold certain stories. It is beyond the scope of this paper to address that issue, but there are powerful arguments for and against depending on school administration funds as a major revenue source. It would be useful for a future researcher to explore in greater depth the relationship between administrative funding and editorial independence.

#### The Adviser

Only 17 of the 160 newspaper advisers responding to the survey had a bachelor's degree in Journalism -- just 10.6%. Only four had master's degrees in Journalism. Seven had undergraduate majors in Communication. It is difficult to envision any other program in the typical high school with such a low proportion of teachers working in their major areas. By far the

greatest number of newspaper advisers had been undergraduate English majors: 55% had B.A.'s in that field, and many of them had probably had some course-work in journalism. Most of these advisers are hard-working (and probably over-worked!), dedicated, and wholly competent teachers, but teachers who happen to be working in what may be an area of peripheral interest to them. Indeed, less than a quarter of them (23.6%) said they had been hired specifically for the job of adviser. Nearly one-third (32.5%) said they had been assigned to the job after hiring, and 43.9% said they had volunteered for the duty, many adding grudging comments like, "Nobody else would take it."

Besides the journalism, communication and English graduates, a great many other fields were represented among Ohio newspaper advisers. Fifteen had degrees in business (nearly the same number as in journalism), three in history, three in industrial arts, and several in such areas as education, psychology, religion, music, theatre, foreign language, chemistry, and philosophy. Most (58.4%) of the 77 advisers holding master's degrees had obtained them in education. Only 9.1% of the M.A.'s were in journalism or communication.

Most, but not nearly all the advisers in the study reported that they received extra pay for working with the newspaper: 114 (71.7%) were paid for their work, but 45 (28.3%) were not. There was an enormous difference between public and private schools here. More than four out of five public schools paid advisers additional money for their duties, but only one-fourth of the private schools did so, despite the fact that there were no significant differences in frequency of publication between the two. The few non-public-school advisers who were paid, however, generally made out



somewhat better than their public-school colleagues. Average compensation for those seven advisers was \$740. The average for the 107 compensated public school advisers was \$816. Overall, the average adviser pay was \$827.36 and the range was \$150-\$1880. However, there were no differences in pay based on either frequency of publication or on the type of staff that published the paper. Advisers were paid at about the same rate for advising quarterly papers as for weeklies, and for advising papers published by a class as for extracurricular-only papers. Advisers in larger schools were paid more for their newspaper assignment than those in smaller schools. The average pay in schools of 500 students or less was \$489.55; in schools with enrollments between 501 and 1000, the average was \$659.55; schools larger than that paid an average of \$737.32. Tables 4 and 5 compare advising compensation in public and non-public schools and in schools of various sizes.

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#### TABLES 4 AND 5 ABOUT HERE

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Where a school, public or private, of whatever size, is willing to commit the resources to hire qualified people and pay them reasonable compensation to direct a course of study and an activity, that area will flourish, whether it is music, art, physical education, or journalism. And as strong a case can be made to offer journalism education in the curriculum as for almost any other subject. Effective communication skills are necessary in the modern world and will become increasingly so for our students, who will live most of their lives in the 21st century. Further, the mass media are ubiquitous in American society, helping to set our

agendas and shape our leisure, as well as telling us most of what we know about the world we live in.

When a school decides to make such a commitment to an educational program, the financial resources will follow, and Journalism teachers are in a better position than most to demonstrate the case for their receiving a fair share of the budgetary pie. They are certainly in a position to show how they, themselves, can help contribute to the revenue needed to run the program. Administrative grants need not pay the freight; this study has demonstrated the various ways in which successful publications programs can be funded.

Staffs which are involved in the business ends of their publications as well as with the editorial operations develop a greater understanding of and appreciation for the needs of and pressures on media. They have more control over all aspects of their publications, and probably more pride in them, knowing, as they must, all that goes into seeing that their papers are published regularly, in good order, and on time.

Finally, advisers must be made aware of places where they can get help and support for the problems they face, and in evaluating and improving their programs. National organizations for advisers and school publications like Quill and Scroll, JEA, CSPAA, CSPA, NSPA, and state groups like the Journalism Association of Ohio Schools are usually aggressive in letting advisers know of their existence. But the turnover among advisers is great. Half the respondents in this study had been advisers for less than four years; nearly one-fifth of them were in their first year. And since so few have been extensively exposed to Journalism in college, they may be altogether unaware of the help networks that exist. College Journalism

programs need to work more closely with scholastic advisers in their areas to familiarize them with the opportunities that exist. Funding the school newspaper is unlikely to get easier, and advisers must become more aware of the means they can use to keep their publications financially healthy.

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**TABLE 1**  
**Presence of a School Newspaper by School Size**

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<b>Enrollment</b>	<b>Have Paper</b>	<b>No Paper</b>
<b>Less than 250</b>	<b>19 47.5%</b>	<b>21 52.5%</b>
<b>251 to 500</b>	<b>53 72.6%</b>	<b>20 27.4%</b>
<b>501 to 750</b>	<b>22 78.6%</b>	<b>6 21.4%</b>
<b>751 to 1000</b>	<b>28 73.7%</b>	<b>10 23.6%</b>
<b>1001 to 1500</b>	<b>27 84.4%</b>	<b>5 15.6%</b>
<b>1501 to 2000</b>	<b>7 87.5%</b>	<b>1 12.5%</b>
<b>More than 2000</b>	<b>3 100.0%</b>	<b>0 0</b>

**TABLE 2**  
**Average Percentage of Newspaper Budget Derived from**  
**Seven Sources According to School Size**

Enrollment	Activ Fee	Subscr Sales	Single Copies	Advert Sales	Admin Grant	Fund Raisers	Other
0-250	2.8	11.0	36.3	6.2	29.8	4.4	9.5
251-500	0	5.0	36.7	25.6	25.6	5.6	1.5
501-750	9.1	7.7	21.6	19.8	26.8	7.0	8.0
751-1000	10.7	8.4	21.8	37.1	6.5	6.8	8.7
1001-1500	8.2	5.8	22.3	41.2	6.4	9.0	7.1
1501-2000	0	2.1	35.7	38.3	7.6	16.0	0
2001+	0	51.7	3.3	38.3	0	0	6.2

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**TABLE 3**  
**Average Percentage of Newspaper Budget Derived from**  
**Seven Sources According to School Type**

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Type of School	Activ Fee	Subscr Sales	Single Copies	Advert Sales	Admin Grant	Fund Raisers	Other
Public	1.7	8.5	31.2	31.7	14.4	7.0	4.9
Non-Public	17.3	3.1	19.0	9.0	36.8	4.2	10.6

**TABLE 4**  
**Compensation for Newspaper Advisers in Public and Non-Public Schools**

<b>Annual Compensation</b>	<b>Public Schools</b>	<b>Non-Public Schools</b>	<b>All-School Total</b>
None	24	21	45
\$150-\$250	13	0	13
\$251-\$400	26	0	26
\$401-\$628	19	4	23
\$629-\$750	13	0	13
\$751-\$1000	19	2	21
\$1001-\$1250	4	0	4
\$1251-\$1500	6	1	7
\$1501 or more	2	0	2
 Average for all PAID advisers	 \$616.27	 \$740.71	 \$627.66
 Average for all advisers	 \$498.89	 \$185.18	 \$431.32

**TABLE 5**  
**Compensation for Newspaper Advisers By Size of School**

Compen- sation	Enrollment							Total
	0- 250	251- 500	501- 750	751- 1000	1001- 1500	1501- 2000	over 2000	
none	12	22	5	9	4	1	1	54
\$150- \$250	1	7	2	1	2	0	0	13
\$251- \$400	3	10	4	5	3	1	0	26
\$401- \$628	1	6	6	4	4	0	1	22
\$629- \$750	2	3	2	1	5	0	0	13
\$751- \$1000	0	3	1	4	5	4	1	18
\$1001- \$1250	0	0	1	2	1	0	0	4
\$1251- \$1500	0	1	0	1	0	0	0	2
Avg for PAID adv	\$439	\$504	\$561	\$715	\$718	\$867	\$695	\$628
Avg for all adv	\$162	\$295	\$434	\$485	\$611	\$743	\$463	\$431



## NOTES

1. See, for example, Laurence B. Lain, Kenneth Birch, James McEneaney and Linda J. Wilcox, ASK: The Advertising Survival Kit. Iowa City: Quill and Scroll Foundation, 1975; A.E. Jerome, "Increasing Your Advertising Revenue," an eight-part series in Scholastic Editor, 1976; Gerald L. Penk, Assignment: Journalism: Unit VI—Ads: Rates and Sales. Austin: Women in Communication, Inc., 1977; Marie Smoot, "Can the High School Newspaper Pay for Itself?" Quill and Scroll 53: 13-14 (Oct.-Nov. 1978); Patricia A. Shea, "The School Newspaper: A Challenge or an Aggravation?" NASSP Bulletin 65: 111-114, 1981; Kathy L. Weatherholt, Qualifications, Duties and Responsibilities of the Secondary Journalism Educator in West Virginia. Unpublished Master's thesis, West Virginia University, 1983. Critical Service guidebooks from Quill and Scroll, National Scholastic Press Association, Columbia Scholastic Press Association, and state and regional services may also be helpful.

2. Jack Dvorak, "High School Newspaper Financing: An Assessment." Presented to the Mid-Winter Meeting of the Secondary Division of the Association for Education in Journalism, Norman, OK. January 1982.

3. Mary Benedict, "Two Views of the High School Newspaper: A Comparative Study of the Perceptions of the Role of the High School Newspaper in Nine States." Presented to the Secondary Education Division of the Association for Education in Journalism, East Lansing, MI, 1981.

4. In fact, the useful rate may be slightly higher. Since a directory listing all high schools in the state was used, some questionnaires were sent to non-traditional schools with unusual clientele. For example, among the 120 non-returns were three schools called "adult high schools" and four others identified as vocational schools. Such schools frequently have students who are older than average, or often offer few or no extra-curricular activities. Fifty-five other schools could be clearly identified as private from their names and may or may not still exist.